



FIND YOUR FIT

Train-The-Trainer

Resource

Jane Kise, Ed. D.
jane@janekise.com
www.janekise.com

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Interests and Talents

Most students will quickly recognize which interest areas describe them best. The challenge is to help them get them excited about the activities and subject matter that interests them most. The large group activities are designed to make every area sound equally attractive and engaging.

1. If your time is very limited, have the students turn to pages 6-7 of the workbook, look at the cartoons, highlight the list of things people in each area are attracted to, and rank the areas, 1-6, by placing a number next to the cartoon that fits them best. Because the traditional names for these areas can be a turn-off to teens (who wants to be a "Conventional"?) don't mention their names until the students have a basic understanding of the features of each area.
2. If time allows, choose from the following methods to introduce the interest areas.

Poster Party. Ahead of time, make a large poster for each area. You might include pictures of common occupations for each area (see pages 8-19 in the workbook for suggestions), covers from magazines each area is likely to read, movie or other prototype heroes of that interest areas, or pictures of people engaging in the activities listed on pages 6-7 of the workbook. Before the students arrive, put the posters on the walls around the classroom. Ask them to stand by the poster that looks most like things they do or dream of doing.

Magazine Party. At six stations, one for each interest area, place a pile of magazines that would be of interest to people in that work zone. Suggestions are:

Realistic: *Popular Mechanics, Field & Stream, Runner, Gardening, Outdoor Living Ideas.* **Investigative:** *Discovery, Scientific American, PC Magazine, Astronomy, Chess Life.* **Artistic:** *Rolling Stone, Gourmet, Writers Digest, Design.* **Social:** *Psychology Today, People, Life, Entertainment Weekly.* **Enterprising:** *Money, New Republic, Leadership, Forbes, Harvard Business Review.* **Conventional:** *Consumer Digest, Reader's Digest, Popular Crosswords, Home Remodeling.*

Movie party. If you're really ambitious, put together a series of film clips. If you don't have time, simply describe the following characters. Instead of naming the interest areas, describe each as a color. For example, designate one corner of the room as the "Red Zone" and have all the students go to that corner. (This will eventually be known as the Realistic Interest Area.) Describe or show some movie scenes such as Han Solo heading off to do his own thing, Robert Redford as *The Horse Whisperer*, the brothers fishing in *A River Runs Through It*, or Brad Pitt scaling mountains in *Seven Years in Tibet*.

Tell the students to remain in the Red Zone if those are things that interest them. If not, they can move on with you to the "Blue Zone." Continue around the room until all the areas have been described. Let students move to new zones after you describe each one. Suggested movies for the other interest areas: **Investigative:** *Apollo 13* (where the scientists are asked to design a new filter), *Independence Day*

(where the hero thinks up infecting the aliens with a computer virus), *Indiana Jones and the Last Crusade* (as they decipher the ancient instructions), *Flubber*, *Twister*, *Good Will Hunting*. **Artistic:** *Amadeus*, *Sister Act*, any current show about actors, dancers, musicians, etc. **Social:** The psychologist in *Good Will Hunting*, *Gandhi*, the foster mother in *Angels in the Outfield*, *Mr. Holland's Opus*, (as he becomes interested in the students themselves), *The Sound of Music* (Maria wanting to teach the children), **Enterprising:** *Wag the Dog*, *Star Trek* (Kirk, Picarde, it doesn't matter), *All the President's Men*. **Conventional:** *Schindler's List* (the accountant who rearranges things to keep as many Jews safe as long as possible), Jimmy Stewart the banker in *It's a Wonderful Life*, any clips of small business owners, Radar keeping Colonel Potter organized in *M.A.S.H.*

3. After completing the above exercises, explain each of the interest areas to the students. You might wish to keep the students in the groups that formed in 2, above, but allow them to move after each description. Use the information on pages 8-19 of the workbook to describe the childhood interests and school habits of each area. For fun, ask the students what each group might do with an extra hundred dollars or what kind of car they'd drive. Start with the Realistic Interest Area (use the proper names at this point). Then, for contrast, describe the Artistic Interest Area. Move to the Investigative area, and so on.

As you describe these areas, make sure to emphasize (possibly repeat several times!) the following points:

- Most people are a combination of more than one interest area. Jane and Kevin both test out as "SAI." You might want to post your own interest area code.
 - While people choose careers for many, many reasons, if you choose based on your interests, you increase your chances of working with people who are more like you, on tasks that fit the way you're designed to operate best.
 - This theory of interest areas is widely used in the world of work. Therefore, you can use this information to research careers.
 - The theory helps you find the range of careers that might interest you. It's a direction finder, not a map that pinpoints the exact location of the perfect job. Finding those jobs will take more work, but students will at least be pointed toward careers that are chosen by people whose interests and talents are similar to their own.
4. Give each group a large sheet of paper and ask them to prepare a list of 3-5 things they wish the other groups knew about them. What are they really like? Why is it a cool way to be wired? Let each group give a brief report, again going in an order that shows the contrast.

Talents

1. Give a mini-lecture on the relationship between interests and talents (i.e., doesn't it make sense that people in the world of work flock toward tasks they are good at and that interest them?). Thus, the interest areas are a system for finding what you do

best. Chances are, students will find that they have several of the talents in their primary area of interest, but they will discover talents in other interest areas as well.

- Give concrete examples of the kinds of talents some familiar jobs require. For example, dentists need *manual dexterity*, a Realistic talent. CPA's need *calculating and mathematical skills*, a Conventional talent. Business leaders do best when they can *evaluate people's character*, a Social talent.
 - Remind students that the interest area codes are linked to occupations in many books at the library.
 - Differentiate between skills and talents. With practice, you can develop a skill but it takes time and energy. You often know you have a talent before you practice using it, but with practice, you can achieve excellence. The example of piano lessons often helps students grasp the difference. They may have acquired some skill with lessons their parents required, but chances are, they have a friend who can sit down and play anything—and enjoys doing it.
 - Our society only celebrates certain talents: leadership, physical coordination, some of the artistic talents. It's easy to think what you do isn't very important or that everyone can do it, it isn't anything special. Today's the day to change that thinking—think about what the workplace would be like if no one had a particular talent that you have.
2. Have the students remain in their groups. Have them turn to the workbook pages that describe their interest area and read through the list of talents. As a group, have them go through the list and talk about which ones they have used, giving examples to encourage others to consider whether they are gifted that way.
 3. Individually, students should work through the lists of talents for each interest area, beginning with their primary interest area. Try to keep them from worrying about how many they have. Some people find great satisfaction in life using just a few talents. Some people with many talents flit from interest to interest so frequently that they become frustrated.
 4. Help the students brainstorm about which talents are needed for different careers. Write a career on the blackboard, have them call out different talents required (prepare your own list in advance so you can fill in what they miss—most students don't think of lawyers as Artistic, for example, but trial lawyers are usually creative problem-solvers). An effective exercise is choosing four or five different medical fields: pediatrics, cardiology, radiology, emergency medicine, pathology. Which interest areas might each be found in (all might include Investigative, but pediatrics often has Social, cardiologists are often Enterprising, ER doctors often have a Realistic pattern, radiologists may be Conventional considering the more regular hours, the importance of detail).
 5. So that the students own what they have discovered about themselves, assign one or more of the following:
 - Career search. Have students identify 2-3 jobs they will research and report on. The report should include:

- A description of the actual tasks the job entails, working conditions, earnings and employment outlook.
- A summary of how their talents match the career requirements as well as which tasks might be more difficult for them (remind them that everyone develops skills to augment their natural talents, but jobs that rely too much on skills are more draining).
- A list of activities/classes/summer volunteer or employment options that might help them explore this career more thoroughly.

The following resources contain this information (or instruct students to go to the call number 331 area in both the reference and open-shelf sections of the library):

Occupational Outlook Handbook (U. S. Department of Labor). Descriptions of 250 occupations that cover 6 out of 7 jobs available today. Covers working conditions, earnings, employment outlook, and where to get more information.

Selected Characteristics of Occupations Defined in the Revised Dictionary of Occupational Titles (U. S. Department of Labor). Thousands of jobs categorized by interests (craft arts, sports, etc). Lists talents or skills needed, years of schooling required, physical demands, etc.

Enhanced Guide for occupational Exploration (JIST Works, Inc.) Provides needed aptitudes, physical requirements, employment outlook, information to help students determine whether or not they'd like the work, and tips on preparing for each job.

- Career description. Have students write an essay on the general characteristics of careers that fit—or definitely don't fit them. Encourage them to write in terms of what they learned about their talents and interests. (For example, sales requires working with people, being able to persevere, a varied schedule. The people you work with generally like prestige (Enterprisers)) You might wish to have them comment on 10-12 careers that a majority of students are interested in. Depending on the location of your school, these might include medicine, the military, law, sales, professional sports, teaching, science, accounting. NOTE: This assignment will be even more effective if students also learn about psychological type before tackling it.
- Career interviews or site visit. Have students interview someone who works in a field that interests them or actually visit a work site. To maximize the usefulness of this time (and to keep them from taking the easy path of simply shadowing a parent), have them justify in advance (in terms of interests and talents) why this career interests them. Have them fill out a questionnaire about what they learned: what a typical day is like, what actual work the person does, what the person does in his or her spare time (clues as to whether they really share interests), what is hardest and easiest about the job, what might the student do right now to gain experience in that area, etc.

Introducing Type

Extraversion and Introversion

1. Introduce the concept of preferences using the preferred/non-preferred hand exercise on page 20 of the *FYF Workbook*.
2. Provide a 20-second history of psychological type:
 - Around 1920, Carl Jung, a Swiss psychologist, student of Freud, developed his concept of psychological types, based on observing the people he counseled.
 - At the same time, in the U. S., Katherine Briggs and her daughter Isabel Myers came up with basically the same way of classifying people based on their observations of people and from reading biographies.
 - Type concepts have been used for over 80 years to help people understand how they are energized, gather information, make decisions, and approach life. Organizations worldwide use the MBTI.
3. Display the overhead definition of Extraversion and Introversion and emphasize that just as we can write with both hands, we use both E and I, but one is easier, more energizing.
4. **Forced choice exercise.** Have the students all stand in the center of the classroom. Go through the following pairs of choices for each scenario. The left-hand responses indicate Extraversion and the right-hand responses Introversion. As you read the choices, have students move to the left or right sides of the classroom to indicate which response sounds more like them.

- A. You find out a group is going to the beach. Which sounds more like you?

Extraverts might

- Sit with all sorts of different people throughout the day
- Jump in with a joke or new idea if there's a lull in conversation
- Join the group in whatever activity you can

Introverts might

- Stick with one or two close friends for most of the day
- Get lost in thought when there's a lull in conversation
- Join the group only if you've tried the activity before or if one or two of your close friends join you

- B. You're supposed to work with a group on a project. Which describes your approach to the task?

Extraverts might:

- Have fun working as a group

Introverts might:

- Divvy up the assignment so you can do your part alone

- | | |
|---|---|
| <input type="checkbox"/> Turn the group sessions into a chance to socialize | <input type="checkbox"/> Keep the group sessions shorter unless working with a close friend |
| <input type="checkbox"/> Share ideas readily | <input type="checkbox"/> Share ideas when asked |

Some students will be able to decide easily, others will go back and forth between the two sides of the room. After they sit down again, let them look at the top of page 23 in the workbook and check through question #1.

5. Use the overhead with pairs of words that describe the preferences to reinforce the differences between Extraversion and Introversion. These are from the lists in the workbook, but there are more pairs in the workbook.
 - Examples of Extraverts: the genie in Aladdin, Pippi Longstocking (all of her activities as well as her social bent), Mohammad Ali ("I am the Greatest")
 - Examples of Introverts: Harry Potter (concentrating on just two friends), Captain Picard on Star Trek, Spiderman (keeping so much to himself), Kevin Garnett (hired because he was a listener)
6. Let them read through pages 22-23 of the workbook by themselves or with a partner.
7. Ask how many have a preference for E? I? Are still unsure? Let them guess your preference. If they're right, point out that these are observable differences. Mention a couple of other teachers at your grade level who share your preference and a couple who are the opposite. Let the students know that 50% of U. S. adults are E and 50% I

8. Tie breakers:

Where do you do your homework? At the kitchen table (E) or in your room away from distractions (I)?

After school, are you ready to be with friends right away (E) or do you enjoy more time alone, listening to music or reading, before getting together with friends (I)?

9. Have students journal in the front of their books for 5 minutes:
 - Why I think I'm an E (or I) *or* Why I'm unsure

Exercise

Form groups of E's and I's, 5-6 students per group. Have the students record their responses on posters to share.

- Have them design how they would like a classroom to look. What would make for a perfect learning environment? What kind of furniture? Materials? Other things? Let the groups report out quickly.
- **OR** use the “day at the beach” exercise on page 23 of the *Find Your Fit Workbook*.

Sensing and Intuition

1. Remind students of the concept of preferences by mentioning again the preferred/non-preferred hand exercise on page 20 of the *FYF Workbook*.
2. Display the overhead definition of Sensing and Intuition and emphasize that this is about gathering information—what grabs our attention.
3. **Forced choice exercise.** Have the students all stand in the center of the classroom. Go through the following pairs of choices for each scenario. The left-hand responses indicate Sensing and the right-hand responses Intuition. As you read the choices, have students move to the left or right sides of the classroom to indicate which response sounds more like them.

1. Your teacher assigns a report on Greek mythology. How would you tackle it?

Sensors might

- Ask for a list of suggested topics
- Want to know the requirements for an A, B, or C grade—and do what you have to for the grade you want
- Regurgitate the facts you know the teacher wants

Intuitives might

- Brainstorm your own topic
- Create what you want—do a skit, film a movie, make up a game, etc
- Go searching where no student has ever gone before.

2. You’re with a group of friends at lunch, discussing what you did over the weekend. How would you describe your days?

Sensors might:

- Start by telling what you did Friday night, then continue in order to Saturday morning, afternoon, evening, etc.
- Tell facts about where you went and what you did
- Fill your weekends with activities you know you enjoy

Intuitives might:

- Start with whatever comes to mind first, then jump around from day to day
- Jump from the facts to ideas you had or what you might like to do next
- Try to find new things to do or experience

Some students will be able to decide easily, others will go back and forth between the two sides of the room. After they sit down again, let them look at the top of page 25 in the workbook and check through question #1.

4. Use the overhead with pairs of words that describe the preferences to reinforce the differences between Sensing and Intuition. These are from the lists in the workbook (question #2), but there are more pairs in the workbook. Most students check off the whole list as you discuss the overhead.
 - Examples of Sensing types: Thomas Edison, Jack in *Titanic*, Pooh
 - Intuition: Albert Einstein, Charlotte in *Charlotte's Web*, Luke Skywalker
5. Let them read through pages 24-5 of the workbook by themselves or with a partner. In the cartoon on page 24, the Sensing type wants the objective weather information from the TV to decide on picnicking. The Intuitive has a hunch from looking out the window that it's picnic time.
6. Ask how many have a preference for S? N? Are still unsure? Let them guess your preference. If they're right, point out that these are observable differences. Mention a couple of other teachers at your grade level who share your preference and a couple who are the opposite. Let the students know that 70-75% of U. S. adults are S and 25-30% are N.
 - **Tie breakers:** Can you give precise directions to get to your home or another landmark (S) or do you have trouble finding your way out of a shopping mall (N).
7. Have students journal in the front of their books for 5 minutes:
 - Why I think I'm an S (or N) *or* Why I'm unsure. They should list specific reasons
8. Make sure they circle S, N or X on page 25 of their workbook and write the same letter on page 29.

Set out an object—a tea bag, a Styrofoam cup, a blackboard eraser, an apple, a peanut, and ask the students to write a few words about the object. Don't say "Describe" or you'll get all Sensing responses. As they write, read over their shoulders. Choose a few sensing examples (in describing an apple, they might say "red, shiny, black stem, wider at top, crunchy...") and a few Intuitive examples (they might say, "red, cooks up for sauce or pies, Johnny Appleseed, pioneers, trees for climbing, etc.)

Or ask the students to write a few words about their family's Thanksgiving table.

Thinking and Feeling

1. Remind students of the concept of preferences—we use both sides but prefer one. You might refer to the movie *The Princess Bride*. Both Wesley and Inigo Montoya have practiced swordplay so long that they can fence both right and left-handed, but both are glad to get back to using their right hands.
2. Display the overhead definition of Thinking and Feeling and emphasize that this is about making decisions—the criteria we use.
3. **Forced choice exercise.** Have the students all stand in the center of the classroom. Go through the following pairs of choices for each scenario. The left-hand responses indicate Thinking and the right-hand responses Feeling. As you read the choices, have students move to the left or right sides of the classroom to indicate which response sounds more like them.

1. Summer is coming and Mom or Dad says you have to find something to do—either a part-time job or a volunteer position to keep you busy.

Thinkers might:

- Set goals or objectives for your summer activities
- Decide on objective criteria—hours, pay, store discounts
- Choose something that will add to your résumé

Feelers might:

- Decide what might be meaningful to you for the summer
- Check out what your friends are doing and see if you can join them
- Choose something that allows you to help people

2. Start of a new school year, time to meet all the new teachers. How do you separate the good teachers from the bad?

Thinkers might:

- Look first for what's *wrong* with the teacher (dress, organization, quality of assignments)
- Be concerned with how competent the teacher is
- Want information presented in a logical, concise manner

Feelers might:

- Look first for what's *right* with the teacher
- Be concerned with whether the teacher likes you
- Want information presented in a personal way

Some students will be able to decide easily, others will go back and forth between the two sides of the room. After they sit down again, let them look at the top of page 27 in the workbook and check through question #1.

3. Use the overhead with pairs of words that describe the preferences to reinforce the differences between Thinking and Feeling. These are from the lists in the workbook (question #2), but there are more pairs in the workbook. Most students check off the whole list as you discuss the overhead.

- a. Examples of Thinking types: James Bond, Spock of *Star Trek*, Meg in *A Wrinkle in Time*, Harriet the Spy
 - b. Feeling: Charlie Brown, Tin Woodsman in *Wizard of Oz*, Maria in *The Sound of Music*
 - c. You can also contrast the characters in *The Outsiders*: Darry the big brother (T) with Soda the middle brother (F)
4. Let them read through pages 26-7 of the workbook by themselves or with a partner.
 5. Ask how many have a preference for T? F? Are still unsure? Let them guess your preference. If they're right, point out that these are observable differences. Mention a couple of other teachers at your grade level who share your preference and a couple who are the opposite. Let the students know that 50% of U. S. adults are T and 50% are F. However, this is the only preference pair that really has a gender difference. About 60% of men are T, 60% of women are F. And, men are expected to be more T, women are nurtured to be more F.
 6. Have students journal in the front of their books for 5 minutes on "Why I think I'm an T (or F) or Why I'm unsure." They should list specific reasons
 7. Make sure they circle T, F or X on page 27 of their workbook and write the same letter on page 29.
 8. Have the students who are sure they are T's move to one spot, F's move to another. Allow those who aren't sure to gather in a third spot. Then ask a tie breaker:
 - a. How would you turn down a date or say no to other invitations if you just don't want to spend time with the person? T's are comfortable with saying a plain "No", F's might make up excuses or say perhaps another time.
 - b. Say, "For the moment, pick one or the other, whichever sounds most like you in this instance." Instruct them to work through the group exercise, but pay close attention to the T/F group responses. Which sounds more like them?
 9. Finish with the slide, "We need balance." Give an example of a poor decision made with just Thinking and one with just Feeling. You might use a school discipline issue—what if all absences were unexcused or what if every reason for late homework was accepted? This is the most important dimension of T-F: reaching decisions without balance almost always causes problems.

Exercise

Introduce "Who Will Go" exercise on page 27. Form T, F, and Undecided groups of about six students each. Tell the students that each group has tickets to the hottest event in town—but only two tickets. Give them the specifics: a major rock concert,

sporting event, theatrical production that would be of interest to almost everyone. How will they decide who will go? Let them know that the groups who are sure of their preference for T or F will report to the larger group on how they decided. Have other students work in small groups and fill in the answers in their workbooks.

Have 2 T and 2 F groups report on how they decided. T's will usually draw straws or find an objective criteria such as whose GPA is highest or who is oldest. F's might look for personal differences, such as who most recently attended such an event. Or, someone may pull themselves out of the running to keep the others happy.

Judging and Perceiving

1. Remind students of the preference pairs we've already covered:
 - Extraversion vs. Introversion is about energy
 - Sensing vs. Intuition is about the information we pay attention to
 - Thinking vs. Feeling is about how we make decisions
2. Display the overhead definition of Judging and Perceiving and emphasize that this is about how we choose to approach life.
3. **Term paper exercise:** The difference between Judging and Perceiving can be illustrated quickly with a brief exercise. Use the 8 ½ x 11 signs with the following labels:
 - Done before midterm break
 - Done with research before midterm break
 - Choose topic before midterm break
 - Start during last week of term
 - Late for class, just finished typing paper

Ask students to think back to how they approached big projects in high school or college. Jane and Kevin honestly used to turn in papers before midterm break so they could relax.

Take the first or last sign to one end of the room—whichever is a better description of how you work. Then ask for someone to volunteer to hold the other "extreme" sign at the other end of the room if that describes their approach. Find three more volunteers to hold the middle three signs, then ask the rest of the class to choose a place along the continuum formed by the signs. Are they at either end or somewhere in the middle?

Explain that people at the "Done before midterm break" end, the Judging end, do their best work when things are under control. They approach projects in an organized manner and are often energized by making steady progress toward set goals.

At the other end, Perceiving types often do their best work at the last minute. They may not feel inspired until the pressure is on. Ask if this is true for them. Emphasize that both are legitimate ways to be.

You might then ask students at either end to comment on what it feels like when they have to operate out of their preferences, when a Judging type faces a tight deadline or a Perceiver is asked to start a project too far in advance. Judging types will talk about stress and may even say their accuracy or inspiration suffered. Perceivers will often say they delayed starting as long as they could and ended up with a less-inspired project than usual. They can't even think until the last minute.

4. **Forced choice exercise.** Have the students all stand in the center of the classroom. Go through the following pairs of choices for each scenario. The left-hand

responses indicate Judging and the right-hand responses Perceiving. As you read the choices, have students move to the left or right sides of the classroom to indicate which response sounds more like them.

1. It's Friday, the weekend's coming, and everyone is grabbing stuff at work or at school and heading out the door. How do you approach the two days ahead?

Judgers might:

- Schedule exactly when you'll do your homework/tasks
- Study the TV or movie schedule and plan your day so you can watch a certain show
- Make set plans for Saturday with a friend before leaving work or school—plans guarantee a good time

Perceivers might:

- Do your homework when you feel like it
- Turn on the TV and flip channels when you feel like it
- Start calling friends sometime Saturday and go wherever with whoever's available—plans might keep you from a better option

2. You're about to buy a new "toy"—a CD player, a car, or video camera. How do you go about making a decision?

Judgers might:

- Limit how long you'll spend shopping
- Reach your decision quickly—even before you have all the facts
- Not second-guess your choice once you've bought it

Perceivers might:

- Shop as long as needed to check out all the options
- Get as much input from friends and experts as possible—even postpone your decision
- Revisit your decision if you find out new information

Some students will be able to decide easily, others will go back and forth between the two sides of the room. After they sit down again, let them look at the top of page 27 in the workbook and check through question #1.

3. Use the overhead with pairs of words that describe the preferences to reinforce the differences between Judging and Perceiving. These are from the lists in the workbook (question #2), but there are more pairs in the workbook. Most students check off the whole list as you discuss the overhead.

- Examples of Judging types: Princess Leia from *Star Wars* ("Get that walking carpet out of my way..."), the old dog in *Homeward Bound*, Claudia in *...Basil E. Frankweiler* planning to run away
- Perceiving: Calvin (& Hobbes), Maria in *The Sound of Music*, Jack in *Titanic*

4. Let them read through pages 28-9 of the workbook by themselves or with a partner.

5. Ask how many have a preference for J? P? Are still unsure? Ask a tie breaker:

- How long does it take you to order at a restaurant? Do you kind of know what you want (J) or do you read the whole menu, check what friends are having, see what's being brought to other tables, etc.
 - Do you usually get your work done ahead of time (J) or at the last minute (P). If you do it ahead is it your choice or do your parents make you do it at a certain time?
6. Let them guess your preference. If they're right, point out that these are observable differences. If they're wrong, have an answer ready about how you adapt your normal style for teaching. Mention a couple of other teachers at your grade level who share your preference and a couple who are the opposite. Let the students know that 60% of U. S. adults are J and 40% are P. However, our culture expects people to perform as J's. Get to work on time, turn in assignments, etc.

In some ways, though, teen years are about Perceiving:

- Hanging out, no plans
 - Take advantage of the moment
 - Stay open to opportunities
 - Not wanting to be told what to do
7. Have students journal in the front of their books for 5 minutes on "Why I think I'm an J (or P) *or* Why I'm unsure." They should list specific reasons.
8. Make sure they circle J, P or X on page 27 of their workbook and write the same letter on page 29.
9. Finish with the slide, "We need balance."
- Perceiving is great when you
 - ⇒ Make time for people
 - ⇒ Change your plans to do something great in-the-moment
 - Perceiving becomes a problem when:
 - ⇒ Too many all-nighters end in mono
 - ⇒ Self-confidence bottoms out
 - ⇒ Underachievement results
 - ⇒ People lose respect
 - ⇒ Serious relationship conflicts result
 - Judging becomes a problem when:
 - ⇒ Schedules are more important than people
 - ⇒ You put too much pressure on yourself to meet deadlines
 - ⇒ You need everything your way
 - ⇒ Serious relationship conflicts result

Find Your Fit Small Group Discussion Guide

Day One: Talents

- 1. In each of your small group sessions, have members “check-in”** with a partner—form one threesome if you have an odd number—to share highs and lows from their day. What’s gone well? What’s been hard? To encourage good listening, have each participant share one or two of **their partner’s** highs and lows with the group. (Remind the group to share what is appropriate in a group, and that you’ll be praying for each other’s needs—pay attention!)
- 2. After you have finished giving highs and lows,** go around the circle and pray for needs of the person on your right.
- 3. First question for the group:** What’s your “wish list” for what you will learn from Find Your Fit during the next four weeks?
- 4. Have each individual share which interest area they wound up in during the “Living Hexagon.”** Give group members a couple minutes to look at the pages describing their interest area (pages 35-52 of *Find Your Fit*). Ask individuals to share how they think the interest area accurately describes them—and in what areas they believe they belong in a second or third interest area.
- 5. A few more questions as you have time:** What gift did you discover that you didn’t know was a gift? How do you feel squeezed, forced to hide who you really are? What does God have to do with how you are made and the gifts you possess?
- 6. Point out the “where do you go from here” section** at the end of chapter 2 for ways to follow up on learning about talents. Close in a prayer thanking God for giving each person great talents.

Find Your Fit Small Group

Day Two: SPIRITUAL GIFTS

1. Have members “check-in” with a partner, sharing highs and lows for the day. Have each youth or adult share a couple of **the other person’s** highs and lows with the group. (Remind the group to share what is appropriate to share in the group, and that you’ll be praying for each other’s needs—pay attention!)

2. After you have finished giving highs and lows, go around the circle and pray for needs of the person on your right.

3. Read the following scenario to the group. Take a few minutes individually to jot some answers to the discussion points below, then talk about them as a group.

Megan is a ninth-grade friend whose dad just died after a long battle with cancer. Besides Megan, her family includes a fourth grader, a second grader, and a preschooler. Megan’s mom works three afternoons a week and has no close family in the area. Megan is angry that she has to care for the younger kids so much—not to mention hurting over her dad’s death. She’s had to drop out of after-school activities because she can’t find a ride home, and her grades are slipping.

- List a few of the needs Megan’s family would have. Then individually choose the one you would be most interested in responding to and describe what you would do to help.
- Share your responses as a group. How do the various responses reflect your differing spiritual gifts? Your life gifts?

4. Back in your group, share your responses to those two points. How do the various responses reflect your differing spiritual gifts? How did they reflect your talents or life gifts? Why did God give you different gifts?

5. Make it practical: Ask the group what needs they see at church, school, home or neighborhood. How can they use their spiritual gifts to help?

6. Point out the “where do you go from here” section at the end of chapter 3 for ways to follow up on developing spiritual gifts.

7. Thank each person for participating and close in a prayer thanking God for giving each person great spiritual gifts.

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Day Three: PERSONALITY TYPE

1. Check-in and prayer.

2. Have each individual take a few minutes to look at the page describing his or her personality type. **Then answer these questions as a group:**

- What have you learned or confirmed about yourself?
- How can this information help you?

3. Play “Survivor” (but don’t vote anybody off the island!) Figure out how many personality types you have in your group. If you were tossed together to survive by your wits on a desert island, how would your personality types affect how you react—and how you get along?

4. As time allows, have participants flip to their type page and answer this question: What do you think of the “big picture” characteristics of your type given at the top of each type summary?

5. Remind group members about the “where do you go from here” section on page 106-109 for resources on type. **Also:** Point out the “all about me” page on page 207. Encourage participants to fill out the page with what they have learned so far.

6. Thank each person for participating and close in a prayer thanking God for giving each person a unique personality.

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Day Four: VALUES

1. Check in and prayer.

2. If your group doesn't seem clear on what a "value" is, talk about this: If your house was burning, what would you grab? From those discussions, ask the group what a "value" is. How are they about right and wrong? How are they about choosing between good, better, and best?

3. Back in your group, share how it went ranking your values: easy? hard? What did you learn?

4. Ask your students how they see their values clashing with the world around them—with peers, parents, school, etc. How can knowing their values help them get along in life? How can it help them make decisions?

5. Look at values in terms of service opportunities. If you're going to volunteer somewhere, what values need to be honored? Do you need to be allowed to be creative? To learn something? Have friends involved? How can your values help you choose the right places to do something for God?

6. Point out the "where do you go from here" section at the end of chapter 5 for ways to follow up on discerning values.

7. Thank each person for coming and close in a prayer, thanking God for gifting each person uniquely.

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Day Five: PASSIONS

1. Check in and prayer.

2. Talk about passions: Do you believe that you ultimately end up dissatisfied if always “look out for number one,” unquestioningly “do what feels good,” and endlessly “follow your bliss”? Why or why not?

3. Who is the most passionate person you know—someone close up, or a hero you know from a distance? How does that person inspire you?

4. Ask your group:

- So what are your passions?
- How have you acted on your passions?
- What obstacles get in the way of you acting on your passions?
- Which method talked about in large group best describes the way you find your passions?

5. Big Question: What will be different about your life at home after this week—after working through *Find Your Fit* and the whole camp experience? How has this week caused you to rethink your future?

6. Point out the “where do you go from here” section at the end of chapter 5 for ways to follow up on discerning values.

7. Thank each person for being a part of this small group and close in a prayer, thanking God for giving each person unique passions to do God’s work in the world.